

Alternatives to a Four-Year College

The Two-Year College

If cost is an important factor, you might consider attending a two-year junior college and then transferring to a four-year college. The cost is low and these are basically good schools. Plan your two-year program carefully; it will save you grief later. Do the following:

- 4 Know the requirements of the four-year college you eventually plan to attend and its transfer policies; obtain a copy of the catalog.
- 4 Take general liberal arts classes to meet program entry requirements: English, history, philosophy, psychology, and sociology; such courses are easier to transfer. If you take specialized courses in math, science, business administration, or other subjects, you may find that they are not accepted by the four-year school of your choice.
- 4 Plan your program carefully with a counselor at the two-year school. Let her know your ultimate goal and the four-year school you plan to attend.

The Technical-Vocational School

The most important question to ask in deciding if you should attend a technical-vocational school or a college is whether you will meet your goals. Many students assume that if they start electronics in a technical-vocational school, it will be easy to move into electrical engineering in college. These are two different areas and, in general, technical-vocational credits are not transferable to colleges. Another common error is taking secretarial training as a means of entering business administration. Again, these are two different areas. It is important to know what it is you want to do. If you attend a technical school you may use up your federal financial aid (Pell Grant) and you may not receive more for a college education. Do not misunderstand the value of state- or city-supported technical-vocational schools: they offer excellent programs if they meet your career objectives.

If you decide to attend a technical-vocational school, follow the same procedure in selecting the school as in selecting a college. Consult with teachers, counselors, family, and friends. Study catalogs carefully. Contact employers who have hired graduates of the school and contact former graduates; find out if they are satisfied with the education the school provides. Investigate the school's reputation: contact the Better Business Bureau, the state Department of Public Instruction, or an accrediting agency. Find out what type of postgraduate job placement the school provides.

How a School Evaluates You

You evaluate a school, but the school also evaluates you based on the following:

- / Academic record (grades, course work)
- / Entrance examination scores
- / Class rank
- / Recommendations
- / Extracurricular activities
- / Communication skills



Not all of these factors are taken into account by all schools. For example, state-supported schools do not consider admission quotas, extracurricular activities, or entrance examination scores when selecting candidates for admission.

Most colleges have certain standards that must be met. One of the first things you should do is to make yourself familiar with these requirements for colleges in general and for the particular colleges you are considering. Schools with a greater degree of academic competitiveness will require higher test scores and higher grade point averages. Most out-of-state schools require the SAT

(Scholastic Aptitude Test). State-supported schools in New Mexico usually require at least a C grade point average, high school graduation or a GED certificate, and the ACT, an aptitude test used for placement and advisement purposes and administered by the American College Testing Service. At some state schools, students not meeting minimum entrance requirements are admitted into provisional programs.

Patricia Luna (1984)
Program Coordinator, Office of School Relations
The University of New Mexico
Albuquerque, NM

After College

Four basic educational options are available after college:

1. A master's degree program, Master of Arts (M.A.), Master of Science (M.S.) or Master of Business Administration (M.B.A.), frequently takes one to two years beyond the bachelor level. At some universities, these degrees are awarded after completion of a certain amount of course work; elsewhere, a thesis may be required.
2. A doctoral degree program (Ph.D.) generally takes from two to seven years beyond the master's, or longer, depending on the field of specialty, the dissertation topic, and the student's rate of progress. A Ph.D. is awarded upon completion of a dissertation and an oral examination on the subject of the dissertation, conducted by professors and other experts in the field. The dissertation is a paper describing original, independent research done by the student on some subspecialty in the field. Much work, experimental or theoretical, is needed before the dissertation is actually written. A dissertation advisor assists in choosing a topic and gives suggestions on how the student might proceed. Before beginning research, the student takes a "qualifying exam" that tests for a knowledge of the fundamentals of the field; this test can be written, oral, or a combination of both.
3. A law degree (Juris Doctor or J.D.) takes three years beyond college. Before a law graduate is licensed to practice as a lawyer, she must pass a written test, given twice a year in New Mexico, on state and federal law (the "bar exam") Those wishing to teach usually get further legal education, attaining an L.L.M. (Master of Laws) or L.L.D. (Doctor of Laws) degree.
4. A medical degree requires four years beyond college. The student must pass exams covering medical subjects, given during the second and third years, to become licensed. A few states, including New Mexico, require postgraduate work to maintain your license. After medical school, the graduate often does an internship and residency to become certified in a specialty; this can take four years or more.

Admissions Information

Admission to a master's or Ph.D. program requires college graduation. Most departments require the Graduate Record Examinations (GRE), which tests verbal and mathematical aptitude as well as specialized knowledge in your chosen field.

Graduation from college is required for law or medical school admission. A law school (LSAT) or medical school (MCAT) admissions test is also required.

Scholarships

In the sciences aid is usually given, without the requirement of proving need, in the form of a scholarship or a teaching or research assistantship.

Such aid pays the cost of the education and also provides a monthly living stipend. In the nonsciences competition for the few forms of outright assistance is very keen; most aid is in the form of a loan. In law and medical school the education is usually paid for through part-time jobs and loans. Some of these jobs may provide valuable experience in the chosen field. The National Institutes of Health gives scholarship assistance to medical students; in return, students spend their residency at a public health facility. A small town or the military may provide aid in return for a promise from the future doctor or lawyer to practice there.

Nancy Martin
Computer Scientist & Professor (1984)
Wang Institute of Graduate Studies
Tyngboro, MA

Paying for Your Education

Numerous financial assistance programs are available to help you meet educational expenses. Most fall into two major categories: “gifts” or grants and self-help programs. Gifts, grants, and scholarships are financial aid for which you will probably not incur any indebtedness or future obligation. Self-help is aid you either earn while you are in school, as in the case of a college work-study program, or repay when your education is completed, as with a student loan. (For most federal loans, you have a six-month “grace period” after your education is complete before interest begins to accrue and payments begin.)

Organizations that make these funds available include federal and state governments, private industry, the military, and social or service organizations at the community level. Eligibility for funding is usually determined on the basis of your financial need and/or your academic merit for an award. Other requirements can be considered and may be the determining factor in programs sponsored by private industry or social organizations. You need to contact any private donor directly to find out specifics of eligibility.

Financial Aid

The aid most readily available at post-secondary institutions in New Mexico is federal and state undergraduate grants, low-interest loans, and work-study programs. To be eligible, you must (1) apply for the type of assistance you desire, and (2) qualify for the assistance you requested. You may also have to satisfy a citizenship requirement; for example, if you are on a student visa or an exchange visitor visa, you cannot get federal student aid.

All New Mexico public post-secondary institutions use the Free Application for Federal Student Aid for federal and state programs. The private institutions may also require additional family asset information to determine your eligibility for federal and state programs. The resulting Student Aid Report provides each institution with the financial information necessary to determine your eligibility. If you are under the age of 24, the federal government considers you a dependent and will require parental information to determine your eligibility. However, consideration for independent status can be requested at each institution. Scholarship applications are different for each institution and should be requested early in the year to ensure proper consideration. Deadlines for scholarships are usually between February 1 and April 1.

Need Analysis

The end result of the information you supply is a need analysis. The need analysis compares the costs of attending a given institution with your ability to meet those costs. If the costs to attend are higher than the amount that you and/or your family can afford, you are eligible for the difference in financial aid. For example, you are recommended for a larger award if you apply to a more expensive school since the dollar amount that you and/or your parents can contribute to your education is the same no matter how expensive the school.

Planning Early

It is important to begin planning early. The preference deadline for financial aid applications from entering students is March 1 of each academic year for New Mexico schools. If you plan to enter a college, university, or other post-secondary institution in August, submit your financial aid application in February to receive maximum consideration for funding. If you wish to attend a school out of state, contact that school for information concerning application and eligibility requirements. In any case, an aid application should be made when you *apply* to a school, not after you are accepted. Furthermore, you must reapply for most forms of aid every year, and if you transfer to another school, your aid does not automatically follow.

After your application is reviewed, you will receive an award letter detailing the types and amounts of assistance for which you are eligible. Financial assistance will often be in the form of a “package” that includes several types of aid. Read the award letter carefully, and follow any instructions accompanying it. Evaluate how the types and amounts of aid will meet your specific needs. Pay particular attention to the amount of “self-help” assistance you have been offered, since you will need to work for this money while you are in school and/or repay the funds once you have left. If you apply for financial aid at more than one school and have an offer from each, take an advance look at how much it will actually cost to attend each school. Make your decision based upon

such factors as tuition cost, living expenses either on or off campus, books and supplies, personal expenses, and transportation expenses to and from campus. Not all applicants will be eligible for need-based assistance. If you apply for this type of aid but do not qualify, you should be notified in writing. Notification usually includes information about alternative types of aid, such as a student loan at a slightly higher interest rate from the state or a private lender.

Financing your education as a graduate student can be more difficult unless you are a potential scientist or engineer. Application for aid should be made through both the graduate department to which you apply and through the financial aid office. In the sciences, aid in the form of a scholarship or a teaching or research assistantship is usually given, without the requirement of proving need. Such aid pays the cost of tuition and provides a monthly living stipend as well. In the nonsciences, you may still be eligible for federal or state loans and work-study programs, but grant assistance, except from the institution or a private source, usually ends with the bachelor's degree. However, a rural community or the military may provide assistance to the future doctor or lawyer in exchange for the promise to locate in the military or a rural area after completion of schooling.

Where do I get more information?

Each year the New Mexico Association of Financial Aid Administrators publishes a consumer guide to aid programs available throughout the state, as well as those specific to each institution.¹ The U.S. Government Printing Office publishes a guide to six federal aid programs.² All types of aid programs are outlined in both pamphlets. The free state pamphlet is available from the financial aid offices of state institutions and includes information about student costs, interest rates, and repayment schedules for loans. Other sources of information include your high school counselor, various educational service centers such as the Division of Vocational Rehabilitation, the Bureau of Indian Affairs, the League of United Latin American Citizens (LULAC), the Social Security and Veterans Administrations (for those eligible), and private funding sources available on the Internet. You need to set up an interview with a financial aid advisor to help plan how you will meet your educational expenses. Through a personal contact of this type, a long-range plan for reaching your degree objective can be outlined.

Updated by
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1 University of New Mexico, 1990 Consumer's Guide to Student Financial Aid, (Albuquerque: University of New Mexico, 1990).

2 Office of Education, U.S. Department of Health, Education, and Welfare, Student Consumer's Guide: Six Federal Financial Aid Programs, 1993-94 (Washington: U.S. Government Printing Office, 1992).

How to Have a Successful Job Interview

Going for a job interview is much like auditioning for a part in a play. You get one opportunity to present yourself, and the overall impression you make often determines whether or not you get the “part,” the job.

Often, small things that occur during an interview can mean the difference between getting an offer and being rejected. Your basic goal is to spark a positive response in the interviewer; to arouse her interest and keep her attention. You can do a great deal to “set the stage” upon which you will be judged. Your “makeup and costuming” (appearance), your entrance, your “script” (resume or employment application), and your “delivery” (verbal skills) can all contribute to the “curtain call,” a job offer.

First, dress the part.

Because the first impression you make on the interviewer will be visual, do everything you can to make a good appearance. When you walk through the door, you immediately project what type of worker you will be. Neat, clean clothes and shoes are in; jeans, bare midriffs, and bare feet or sloppy sandals are out. Dress conservatively; wear a suit, dress, or skirt and blouse. Concentrate on good grooming: clean hair and nails, conservative makeup, and a deodorant.

Second, write your script and practice your lines.

When you begin job hunting, prepare a typewritten resume and notes to make filling out an employment application easier and faster. A resume, necessary for all the jobs described here, should include your full name, address, telephone number, and a chronological listing of your education (name and location of schools, years attended, and when and if you graduated). Your work experience, paid as well as volunteer, should include the company or individual for whom you worked, address and phone number, job title, and a brief description of your accomplishments. More detail on how to write a resume is given in a separate article.

In completing an employment application, write legibly and neatly, give dates in chronological order, and answer all questions or write “NA” (not applicable) if they do not apply to you. Never write “see resume”; this can indicate that you lack cooperation skills. Take a pen and notebook to the interview in case you are given information you would like to write down.

Practice your “lines” by preparing answers to some of the following questions and rehearsing your answers with a family friend or someone who works in the field you hope to enter. Your answers, as well as your self-assurance and manner, are used by the interviewer in her evaluation of you. Be prepared to answer the very general question, “Tell me about yourself.” This question is your opportunity to summarize briefly who you are and how well you can do the job.

Two basic questions you should be prepared to answer are, “Can you do the job?” and “Will you fit in?” Additionally, you may be asked the following:

- What courses did you take? How were your grades?
- Which subjects did you like best? Why?
- What activities did you participate in at school?
- Have you held any offices or participated in extracurricular activities?
- How do you spend your free time?
- What are your career goals?
- Which of your previous jobs did you like best? Why?
- If you could design a job for yourself, what would it be like?
- What are your strengths? What are you most criticized for?
- What have you done that you are most proud of?
- Why should I hire you?
- Why do you want to work for our company?

To answer the last question, learn as much as you can about the organization to which you are applying. Find out what product it produces or what service it offers and whether the company is successful. You may find some of this information in the public library, from the Chamber of Commerce or the Better Business Bureau, or from company annual reports to stockholders. Parents, teachers, friends, or guidance counselors may also give you some help.

Now that you are prepared, make your entrance.

You may have already made an appointment, either by contacting the personnel department or by answering a newspaper ad or job posting at school, or you may have been referred by the Employment Security Commission, an employment agency, or a school counselor. Make your entrance “on cue”; that is, do not be late. Give yourself sufficient time to find the company if you have never been there and to locate the interviewer’s office.

Once you are in the interviewer’s office, try to relax. Make frequent eye contact with her when you talk. Do not look at the floor, the ceiling, or the pictures on the wall. Speak clearly and smile. Be friendly and positive. Even if you have been rejected in past interviews, do not project a negative attitude. Think before answering a question. Listen carefully to the question, and ask for clarification if you do not understand it.

Remember the interviewer’s name and use it during the interview. Do not call the interviewer by his or her first name unless you are asked to do so. Wait to sit until you are offered a chair or the interviewer sits. Do not smoke.

Ask questions during the interview, but do not monopolize the conversation. If you just wait for questions to be asked and dutifully answer them, you have done nothing to set yourself apart from the other applicants. Give the interviewer a chance to guide the discussion to cover the points she wants to know. Make your answers complete, but do not ramble. Ask questions about the job duties; the work hours; the pay; the company’s promotion policies, if it is a permanent job; and, if relevant, the assistance offered for further training and schooling. Questions about vacation and other time off may be asked, but do not give the impression that all you are interested in is how many days you can take off. You want to sell yourself as a person who is interested in learning how to do a job and in getting it done.

Try to **find out exactly what the requirements of the position are**, so that you emphasize skills and experience that are relevant. Ask early in the interview what is expected of you in the job. Do not be afraid to sell your good points or to claim responsibility for projects on which you have worked.

While you should try to give clear answers to questions, you should not be asked some questions. Some are prohibited by equal employment opportunity laws; others, while not prohibited, should not be asked unless they are related to the job for which you are being considered. For example, you should not be asked your height and weight unless they are necessary for performing the job. You should not be asked your age (but an employer may ask if you are 18 years of age or older); your race, national origin, or religion; your marital or family status, whether you plan to have children, or whether you have an arrest record. If you are asked any of these questions on an application, answer “NA” (not applicable). If they are asked verbally, you should first politely ask their relevance to the job. If the interviewer admits these questions have no relevance to the job, politely decline to answer them.

At the close of the interview, **ask the interviewer if she has any concerns about your ability** to do the job. If she says “yes,” ask what they are and respond appropriately. If she says “no,” say that if any concerns do arise, you would appreciate an opportunity to respond to them. You can then ask how soon you can expect to know whether or not you got the job and if the interviewer would like you to call back to get this information. Thank the interviewer, and make your exit.

After the interview, **write down your impressions**. You may be interviewed for more than one job, and these notes can help you decide which position to accept. Write down the questions you were asked, your answers, and what the interviewer said. Such information can be valuable in preparing for future interviews. Also, because you may have more than one interview with the same person or with the same company, you can be consistent in what you say.

If you are qualified for the job, have prepared yourself well, and put your best foot forward during the interview, you stand a good chance of succeeding. The most common reason companies give for choosing one applicant over another is personality and overall impression of the candidate. Grades are surprisingly low on the list. Companies say they want top graduates, but they really want amiable, well-rounded workers who are highly motivated, can communicate well, and have the skills that the company needs. Do not be discouraged if you do not get the first job for which you apply. Review each interview and decide what you did to make a good impression and what you might do better. Then try again.

Original article by Barbara Solari, Personnel Manager, Lovelace Inhalation Toxicology Research Institute, Albuquerque, NM
Updated by Joanne M. Wambeke, M.Ed., NCC, Santa Fe Community College, P.O. Box 4187, Santa Fe, NM 87502-4187

You Need a Mentor

One of the best things you can do for yourself is to establish a mentor/protégé relationship with someone who is pursuing the career in which you are interested. Briefly, a mentor is someone who

- 4 offers the wisdom of her experience,
- 4 provides guidance, encouragement and feedback,
- 4 provides information on choices and options, and
- 4 acts as a role model.

You, of course, are the protégé. A mentor can be any age, either sex, and can be as close as your school building or as far away as your computer or “snail mail” can reach. You will have many mentors in your life. As a mid-school student, you can look for mentors at your school (your teachers), local high schools (teachers and students) or at the college level (generally college students who are majors in the field in which you want to major). A high school student can look to her teachers, college students or faculty, or people who are working in her field of interest.

Your job as a protégé is to be open to the knowledge, experience, and resources that your mentor can give you. Share your goals and objectives with your mentor. You should receive realistic feedback and grow and build on that feedback. However, you are not a clone or copy of your mentor. While you will learn from and benefit from the mentor/protégé relationship, you will maintain your uniqueness as an individual.

How do you find a mentor? The best sources are often the closest—your parents and teachers. Professional organizations (like the New Mexico Network for Women in Science & Engineering) are another good resource. You can contact the university you would like to attend. Use the telephone book to find companies who are doing the type of work you would like to do. If you have access to a computer (if you don’t, you should try your local public library) browse the Web. When you find a contact you want to make, your letter or E-mail should include the following:

- 4 your desire to participate in a mentor/protégé program
- 4 information about yourself (age, interests, grade level, classes you have taken)
- 4 your career goals, and
- 4 how to reach you.

Networking

If you have ever had to contact someone that you don't know and ask them to do something for you, you can appreciate how much easier that task would have been if you had a networking relationship with them already established.

What is a network? We are all members of various networks. As a minimum, you have family and school networks. Hobbies, sports, church, synagogue or extracurricular activities provide additional networks. Your favorite Web sites and chat rooms are also networks. Professional organizations, like the New Mexico Network for Women in Science & Engineering, Society of Women Engineers, and Association for Computing Machinery are networks.

An obvious example of a network is the New Mexico Network for Women in Science & Engineering. As a group of networked individuals, we exchange information about job opportunities, management strategies, and technical advancements, and we provide support, assistance, and encouragement to one another. If you are attending an Expanding Your Horizons (EYH) Conference and meet someone who is in a field you are interested in pursuing, you can form a piece of a network with her.

You don't have to personally know all the members of your network. If you know one person in the network, mention that person's name to a new acquaintance in the network. Just be careful and make sure that the relationship between the person you are calling and the person you refer to is a good one. Networking is one of the most effective ways of getting things done, getting help you need, and getting ahead in the world. Your networks will grow and expand with use.

You may contact someone with a specific question, or send out a general inquiry to everyone on the network. Try it; you will be amazed at how well it works.

Mary V. Bochmann
Federal Women's Program Manager
White Sands Missile Range, NM

Cover Letters

A cover letter should accompany your resume and be addressed to the person doing the hiring. Usually, cover letters consist of four paragraphs. The first paragraph is interest-generating. Use the name of a personal contact that referred you to the position or your knowledge about the company to catch the eye of the reader. The first paragraph also states or implies interest in employment with the company or organization.

The second and third paragraphs are interchangeable. One gives a background summary of your experience and education and the other is a "value-selling" paragraph highlighting your key strengths, skills and abilities and describing how they will benefit the employer.

The last paragraph compels follow-up action. State that you will call the employer on a specified date to follow-up on your resume or to arrange for an interview. Of course, if you say you're going to do it, you have to do it!

You may close the letter with a statement of appreciation such as "Thank you for considering my application, and I look forward to meeting you."

Place your cover letter and resume in a nicely addressed envelope, stamp it, and send it off!

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Resumes

Okay, now that you've assessed your talents and know how you wish to display them in the world of work, it's time to go get a job! First, you need a resume targeting the job you're going for. Now, we know you have many talents but for this resume, we want to highlight your skills and abilities that pertain to this particular job.

A resume is a summary of who you are and how you can do the job at hand in two pages or less. Since it is a reflection of you and the quality of work you do, typos, misspellings, poor grammar, and lying (even a small lie) are NOT acceptable.

There are basically three types of resumes: chronological, functional, and a combination of the two. Chronological resumes list the paid and unpaid experience you've acquired in reverse chronological order (i.e.; most recent experience first). Functional resumes allow you to highlight your skills or areas of effectiveness. A combination resume does both. Samples of chronological & combination resumes follow.

Typical categories in a resume include contact information, objective, experience, work history, and education. Additional categories are summary of qualifications, military experience, community involvement, professional affiliations/licenses/certifications, special skills, awards and recognitions, interests and activities, and a personal statement. No resume should indicate salary history or expectations, a photo (unless it is essential for the job), race, religion, political affiliation or sexual orientation, nor any negative information (e.g., terminated from a job, mental/physical health problems). Choose the categories that make the most sense for you and allow you to highlight your skills most effectively.

Write your accomplishments in the "verb noun why result" format for greatest effectiveness. For example, "I wrote a series of training manuals that shortened training time and increased productivity by twenty percent."

How do you know if your resume is effective? Give it to ten people. Ask each to spend thirty seconds looking it over. Then ask them to tell you what kind of job you're applying for and whether they think you could do the job. If their answers to the first question is in line with your target job, and they give an unequivocal "Yes!" to the second question, you've got an effective resume!

Some good references on resume writing, interviews, and career planning are:

Richard Nelson Bolles, *What Color is Your Parachute* (Berkeley, CA: Ten Speed Press, 1994). The address of Ten Speed Press is P.O. Box 4310, Berkeley, CA 94704.

The Quick Job-Hunting Map (Berkeley, CA: Ten Speed Press).

American Association of University Women, Job Hunter's Kit 1993, Washington, D.C., 1993. Address: 2401 Virginia Ave. NW, Washington, D.C. 20037.

H. Anthony Medley, *Sweaty Palms: The Neglected Art of Being Interviewed* (Belmont, CA: Lifetime Learning Publications, 1978).

Employment and Training Administration, U.S. Department of Labor, 601 D Street NW, Washington, D.C. 20213.

The following resumes were written and compiled by
Renee Filice
Stanford University Career Planning and Placement Center
Stanford, California, 1979.

Chronological Resume (Employment Pattern Emphasized):

KAYESTONE

Present Address:

P.O. Box 3196
Stanford, CA 94035
(415) 325-9320

Permanent Address:

44 Coulter Street
Oakland, CA 94619
(415) 323-1846

OBJECTIVE: To obtain an entry-level position in marketing with a major computer firm.

EDUCATION:

9/89-6/93 Stanford University, Stanford, California. B.A. degree in Economics. Undergraduate course work includes computer science, accounting, industrial engineering, statistics, and psychology.

9/90-3/91 Stanford-in-Italy, Florence, Italy Studied art, history, language, and culture of Italy.

EXPERIENCE:

9/94-6/97 Fund Raiser. Heritage Fund, Office of Development, Stanford, California. Student-run scholarship service. Raised funds by contacting businesses and corporations interested in the Stanford University community.

9/94-6/95 Kitchen Supervisor. Stanford University, Stanford, California. Organized duties and scheduling for a rotating crew of four in Zeta Psi Fraternity.

9/95-12/95 Freshman Orientation Coordinator. Stanford University, Stanford, California. Selected by Residential Education Staff to assist with travel arrangements, tours, and informational sessions for incoming freshmen.

6/91-9/95 Coordinator and Instructor. San Francisco Yacht Club, Belvedere, California. Summer sail training program. Responsible for the teaching and safety of 150-200 pupils throughout the summer. Controlled \$25,000 budget and delegated duties to five other instructors. Supervised maintenance on fleet of 30 boats.

ADDITIONAL

INFORMATION: Vice-president, Zeta Psi, a social fraternity. Coordinated house events and meetings, organized all committees, and made all final housing arrangements.

Designed questionnaire on procrastination, administered it to student population, performed preliminary analysis using computer program.

Combination Format (Both Skills and Employment Pattern Emphasized):

KAYESTONE**Present Address:**

P.O. Box 3296
Stanford, CA 94305
(415) 328-0519

Permanent Address:

22 Live Oak Way
Morgan Hill, CA 95037
(408) 867-3258

OBJECTIVE: To obtain a position as a marketing representative for a textbook publishing firm.

EXPERIENCE: Supervision/Administration

Supervised, trained, and motivated kitchen crew of four.

Controlled \$25,000 budget for summer sail training program. Delegated duties to five instructors.

Organized and coordinated panel presentation related to career information for students interested in business.

Marketing

Raised funds for scholarship service by contacting local business people.

Writing/Editing

Edited and solicited articles for student services newsletter.

Chaired publicity committee for spring arts and crafts fair. Wrote press releases, ad copy. Coordinated production of posters. Supervised three committee members.

EMPLOYMENT**HISTORY:**

Coordinator/Instructor. San Francisco Yacht Club, Belvedere, California. Summers 6/90-9/93.

Fund Raiser. Heritage Fund, student-run scholarship program, Office of Development, Stanford, California. 7/93-6/94.

Kitchen Supervisor, Phi Psi House, Stanford. 9/92-6/93.

Peer Counselor. The Bridge, student-run crisis counseling center, Stanford. 6/91-9/92.

EDUCATION:

Stanford University, Stanford, California. B.A. in English. Course work included economics, math, and psychology. 9/90-6/94.

ADDITIONAL

INFORMATION: Member, Stanford-in-Business.

Updated by
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(Original article by Sherry K. Reisfeld, Los Alamos National Laboratory)

Stress Management

What is stress?

Stress is any demand placed on your body or change that you must adjust to. Life is full of experiences that involve change—making new friends, leaving high school and entering college, starting a new job, moving to a new state. Having a certain amount of stress means you are involved in life and care about doing your best. Stress can result from both positive and negative events in our lives, such as falling in love or the ending of a relationship. We can’t avoid stress completely, but we can learn how to manage it. Let’s look at how our bodies respond when we are experiencing a stressful situation.

The Fight-or-Flight Response

Our bodies are equipped with an innate stress alarm that allows us to respond effectively when we are faced with a challenging situation. The body releases hormones that prepare us to either confront the situation or escape from it—fight or flight. In this state you may feel a number of physical changes, including rapidly beating heart, racing mind, tense muscles, clammy hands, and churning stomach. Once the situation has been dealt with, the stress alarm is reversed and our body functions return to normal. In society today, we frequently deal with chronic stressors, such as continual fear or worry about our future. If we don’t find ways to shut down the stress alarm and thus these physical changes, our bodies suffer. The accumulated toll on our bodies may come in the form of frequent headaches, menstrual irregularities, recurring diarrhea, high blood pressure, heart arrhythmias, and asthma.

Managing Stress

So how can we protect our bodies from the toll associated with chronic stress? One way is to acknowledge that we are stressed and learn to recognize the signs of stress. Read the following list of symptoms that can be signs of stress.

Headache	Sleeping too much/not enough
Stomachache	Overeating/undereating
Tiredness	Diminished initiative
Frequent crying	Being prone to accidents
Irritability	Being preoccupied
Forgetfulness	Susceptibility to minor illness

If you responded with a “yes” to any of these symptoms, read on!

Chill Out!—Relaxation Skills

What do you do on a daily basis that that calms and quiets your mind and body? Do you enjoy listening to music, an easy jog, yoga stretches, or meditation? All of these activities can shut down the fight-or-flight response and have a positive effect on your health and your handling of life’s stressful events. Try these mini relaxation exercises. Just a few minutes of relaxation each day can have a profound effect on your body and your overall health.

Take a deep breath. As you slowly exhale, let your eyes close. To relax a little more, think “calm” with each exhalation.

Have a good stretch. Clasp your hands behind your neck. Gently lean to your left until you feel a gentle stretch up your right side. Hold for a count of five. Repeat with your right side.

Take a deep breath. As you let it out, let your eyes close. Take a few moments to quiet yourself. Then recreate a favorite scene that is associated with calm, peaceful feelings. Go there in your mind for 15 seconds to a minute.

Raise your shoulders as if trying to touch your ears with them. Then, move your shoulders back; then let them drop. Up, back, down, and around. Do this about five times.

Look for the funny and silly things in life and laugh!

Changing the Way You Think About Stress

Sometimes **how** we think about what is happening to us can make our stress worse. We create stress in our own minds. If you think something is going to be awful, it will be. If you say to yourself, “I’ll never get through this,” you probably won’t. These are called automatic negative thoughts or ANTS. ANTS either totally ignore reality or distort what is really happening. How can you get rid of your ANTS? Try to look at reality by asking yourself, “where is the evidence for my negative thought?” Then shift your thinking over to something more positive, more based on reality. So rather than saying, “This is awful” try saying, “This is a problem, and let’s see what I can do about it.” Rather than an attitude of, “I’ll never get through this,” replace your thought with, “This is going to take some time, but I’ll make it.”

Look for a Solution

Another way to cope with stress is to view the stressor as a problem to be solved, rather than a personal threat. Problem-solving consists of several steps. Here are some tips for becoming a better problem solver.

- Define the problem you want to solve.
- Distinguish between the changeable and unchangeable aspects of the situation.
- Set realistic, concrete goals.
- Generate a wide range of alternatives.
- Imagine and consider how others might deal with this problem.
- Evaluate the pros and cons of each alternative.
- Try out the most acceptable solution.
- Expect some failures, but reward yourself for having tried.
- Reconsider the original problem in light of the attempt at problem-solving.
- Does the problem look different?
- Can you see anything positive about the situation?

Take care of yourself

Let’s not forget the basics. In order to cope well with stress you need to take care of your health. Eating a nutritious diet, getting a good night’s sleep, and exercising regularly are all very important for maintaining a healthy body and a positive outlook on life. Having a good support network of family and friends also helps you in managing life’s stressful events. Starting these healthy patterns now will serve you well throughout life as you pursue your goals.

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You Need to be Assertive

What is assertion?

Assertion involves standing up for your rights and tactfully expressing thoughts, feelings, and beliefs in a direct, honest way that does not violate the rights of another person. An assertive person feels good about herself. She is capable of expressing both positive and negative feelings and opinions in an appropriate way. Rather than relying on fate or good fortune, the assertive person acts in a way to get her own needs met while respecting the rights of others.

What do we mean by passive, aggressive, and assertive behavior?

In dealing with situations in our lives, we have three ways to respond—passively, aggressively, or assertively. Let's look at the differences between these response possibilities. When you are passive, you stifle your feelings; you rely on others to guess what you want, and you hope you will get what you want. An aggressive person responds in whatever way works—uses threats, manipulation, sarcasm, and fighting, often causing bad feelings in others. With assertiveness you speak directly and openly, you ask with confidence and without undue anxiety for what you want, and you have respect for yourself and others.

How assertive are you?

Perhaps you think you are already an assertive person. Read the following statements. Take an honest assessment of how many statements you can answer with a “yes.”

- 0 In class, you are unclear about something your teacher has said. Will you ask for clarification?
- 0 A friend has a habit of always finishing your sentences, and this habit is starting to bother you. Can you express your anger constructively without exploding?
- 0 Your family is pressuring you to go into a certain career. You have no interest in this field. Are you able to discuss this openly with them?
- 0 Your parents have been arguing a great deal. Are you able to express your concern and discomfort to them?
- 0 You have been dating someone for about three months and have decided you'd rather not see him anymore. Will you express your feelings to him honestly?

How can you become more assertive?

Increasing your ability to be assertive may involve examining your belief system. If you still hold a belief that you should never upset anyone or never disagree with anyone, you may have difficulty being assertive. Another belief you may hold is that people will not like nor accept you if you express an opinion that is different from theirs. Or you may be saying to yourself, “expressing my feelings is more trouble than its worth.” You may keep such a tight lid on your feelings that you're afraid you will explode if you express how you really feel.

A new more helpful way of thinking may include some of the following beliefs:

- + My needs are just as important as anyone else's.
- + It is okay to make reasonable requests of other people.
- + If I express myself now, I will avoid more problems in the long run.
- + I am not responsible for how other people feel.

Responding in an assertive manner takes practice. The more you practice the better you will get at expressing your feelings and needs in a calm, controlled way. By being assertive you will get your needs met, allow others the same, and enjoy more satisfying relationships with important people in your life.

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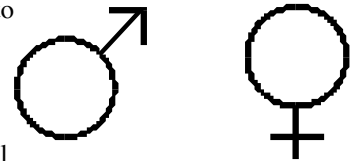
Sexual Stereotyping and Sexual Prejudice

A woman who chooses a nontraditional career may face a largely different set of challenges and problems than those encountered by one who holds a job in a traditionally female field. If you are contemplating a male-dominated profession, you should realize that sexual stereotyping and sexual prejudice may exist. If you are aware of these problems, you will be better able to deal with them effectively. Failure to do so can mean failure in your career and/or personal unhappiness and maladjustment.

Sexual stereotyping and prejudice can cause women to be treated unequally by others, either because of hostility towards women or, less wittingly, because popular attitudes about women make it seem proper to treat them differently than men. Also, social conditioning incorporated into a woman's personality through her upbringing and environment can affect the way she acts and thinks about herself.

Overt sexual prejudice is generally easier to recognize. A female scientist or a businesswoman may find that she is not taken seriously, that her opinions are not as highly valued, and that her career is not considered important by those around her. She may find that some co-workers do not seek her advice and opinion. The more important the solution to a problem, the less she may be sought to provide it. Instead, she may find herself being given "busy work" that a male would not do because it is too dull. In fields such as science, where good ideas and an individual's reputation among her peers are often the main determining factors in being rated by an employer, the effects of this type of prejudice can be overwhelming.

Sexual prejudice can take more subtle but just as devastating forms. A new young male colleague is more readily incorporated into the "old boy" network. Older male co-workers may be happy to include him in their Friday lunch group, an impromptu basketball game, or other social endeavors, but may feel awkward about including his female counterpart. This *slight*, although, not deliberate, can be a serious detriment to a young woman who needs to learn the ropes—the limitations, personalities, and resources of the organization of which she is a part—and who would benefit, just as her male counterpart does, from the casual atmosphere and casual discussions that can result.



Similarly, there may be a shortage of mentors, or role models, available to the professional woman. Mentors are valuable people. They are like professional parents who take more than a passing interest in a younger, less experienced colleague. They offer constructive criticism and help develop professional attitudes. Along with friendly colleagues, they can help you develop your identity as a professional, your professional standards, and your self-confidence. However, an older male can feel awkward being a mentor to a young female. He may be overly protective and patronizing; he may fear that his professional attention will be misconstrued by his co-workers or by her as an indication of sexual interest. If he is her supervisor, he may not offer criticism that can be of value because of his inexperience or awkwardness in dealing with a female professional. He may be afraid that she will react by crying, or he may believe she is not as serious about her career as men are and thus does not welcome criticism.

How do you seek a mentor? How do you get incorporated into the "old boy" network? How do you convince others that you, too, are serious about your career? Learn to spot the people who are in a position to help you and are willing to do so. Let them know you respect their ability and you seek their support. Have something to offer them in return: skills, enthusiasm, and a record of doing good work. Be able to deliver as much as, or more than, you promise and as much as you ask in return.

In the work place, sexual harassment of some sort can be present in the form of unwanted and uninvited propositions or unwelcome verbal comments or physical contact. The casual relationship with your peers that gets you into the "old boy" network may prompt numerous advances, since friendliness on the part of a female colleague can be mistaken for an invitation or, at least, an indication of availability. Travel to meetings or to remote experimental sites with male colleagues can be awkward. Some companies therefore discourage travel by the young female professional. As a result, she may not form valuable contacts with the professional community.

Do not be embarrassed or reluctant to turn down a sexual advance. Treat it matter-of-factly, and do not advertise it to co-workers. The less firm you are in your refusal and the more you make of such advances, the more offense, however unjustified, will be generated by your refusal.

If you believe you are being treated unfairly, it is probably best to assume in the first instance that your difficulties are not the result of sexual prejudice but are normal and surmountable. Then you can begin dealing with them in an assertive and effective manner. Prejudice is often so subtle you can never really know how great a factor it is in any human interaction.

Solving the problem of sexual prejudice

The best way to solve a problem of sexual prejudice or sexual harassment is in an assertive, nonpublic manner. If you have a legitimate gripe against someone, discuss it with that person. Go to a person higher up who will listen seriously to you only after you have failed to resolve the problem in this manner. Try to be aware of potential problems and avoid them or deal with them before they become large ones; try to choose as advisors and employers those who are least likely to act in a prejudicial manner. It does not help to have the “best” professor in the department as your mentor if he works poorly with women or has antiquated ideas about women and is unable or unwilling to change.

If informal grievance procedures with your employer do not prove satisfactory, you are entitled to assert your legal rights by filing a complaint with the appropriate government agency. Title VII of the Civil Rights Act of 1964 prohibits employers and labor organizations with greater than 15 employees from discriminating on the basis of sex in hiring, firing, wages, promotions, or any other conditions of employment. The Equal Pay Act of 1963 states that men and women must be given equal pay for doing essentially the same job. Public Law 95-555 requires that women affected by pregnancy, childbirth, or related medical conditions be treated the same for all employment-related benefits as persons not so affected but similar in their ability or inability to work. New Mexico state law states that “equality of rights under law shall not be denied on account of the sex of any person.” Agencies to contact are the Equal Employment Opportunity Commission, 505 Marquette NW, Albuquerque, NM 87102 and the New Mexico Human Rights Commission, 303 Bataan Memorial Building, Santa Fe, NM 87503.

Just as serious as these problems is the social training which creates barriers in the mind of the female professional. Most women do not learn in early childhood to assert themselves. Many do not take criticism easily, and some interpret a challenge to their ideas as a personal insult. Many women may wrongly react by assuming that all their difficulties at work are manifestations of sexual prejudice and that all criticism is undeserved. Many of us may not have played competitive games as children; we did not, as a result, learn to cooperate and compete, to lead and follow, to give and take criticism, to work with people we like and with people we dislike. Furthermore, women may tend to draw a sharper line between their private and professional lives; as a result, they hesitate to ask friends for professional favors or for the advice that men seem to seek almost reflexively. Women need to learn not to be reluctant to compete with men and to be good winners as well as good losers.

Recognize that many of the problems you encounter in your career are also encountered by men to some extent. Some essential ingredients of professional and personal maturation are the ability to accept constructive criticism, the ability to discern your strengths and weaknesses clearly and objectively, and a willingness to improve your strengths and reduce your weaknesses. A woman professional, just like a male professional, must have a sturdy ego to continue to put forth ideas that may be ignored and, particularly in a scientific career, to be able to withstand the fairly frequent questioning of her work that is an important part of the scientific process. You must also develop the confidence to question the work of others when you believe it to be in error; you must develop the ability to work amicably with co-workers while maintaining respect and credibility.

Learn to accept your shortcomings and to make a realistic assessment of them. Do not be embarrassed by evidence of lack of perfection; acquire respect for yourself even when you are fallible. Other women, including your mother, and enlightened male colleagues can be helpful in promoting your self-image.

Finally, forget past offenses. Men have to learn, too. For older men, especially those reared in a household where the mother never worked outside the home and whose wives never did either, the adjustment to having a woman as a co-worker can be difficult.

Above all, the goals you should seek in your career are personal fulfillment and happiness. In relations with others, it is important to be yourself, to make decisions and act in a way that is right for you. Giving up your womanhood should not be a prerequisite for success.

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